

Sevier Middle

1000 Piedmont Park Rd
Greenville, SC 29609

Grades 6-8 Middle School

Enrollment 624 Students

Principal Ms. Karen Kapp 864-355-8200

Superintendent Dr. Phinnize J. Fisher 864-355-8860

Board Chair Charles J. Saylor 864-268-3128

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	4	28	16	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 19 out of 25 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	No
2004	Average	Below Average	No
2005	Average	Unsatisfactory	No
2006	Below Average	Unsatisfactory	No

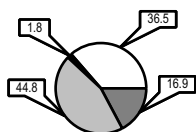
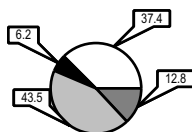
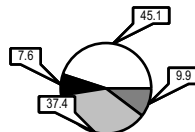
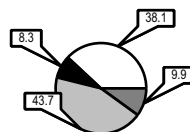
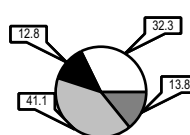
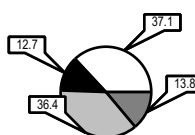
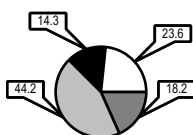
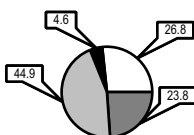
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

92.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0	97.5
English 1	N/A	89.9
Biology 1/Applied Biology 2	N/A	55.5
Physical Science	N/A	41.8
All Subjects	100.0	93.3

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	613	95.1	34.0	46.4	17.7	1.9	28.4	Yes	Yes
Gender									
Male	319	91.8	41.4	43.6	14.3	0.8	22.2	N/A	N/A
Female	294	98.6	26.7	49.2	21.1	3.0	34.6	N/A	N/A
Racial/Ethnic Group									
White	363	97.8	22.2	52.7	22.2	3.0	37.4	Yes	Yes
African American	192	89.1	56.4	35.6	8.1	0.0	10.7	No	Yes
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	48	97.9	47.5	40.0	12.5	0.0	15.0	No	Yes
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	508	98.6	26.3	50.9	20.6	2.2	32.9	N/A	N/A
Disabled	105	78.1	80.3	19.7	0.0	0.0	1.3	No	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	613	95.1	34.0	46.4	17.7	1.9	28.4	N/A	N/A
English Proficiency									
Limited English Proficient	35	97.1	51.9	40.7	7.4	0.0	11.1	I/S	I/S
Non-Limited English Proficient	578	95.0	33.1	46.7	18.2	2.0	29.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	294	91.8	54.9	34.9	10.2	0.0	15.3	No	Yes
Full-pay meals	319	98.1	17.5	55.6	23.6	3.4	38.7	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	613	95.3	34.4	45.5	13.5	6.6	29.9	Yes	Yes
Gender									
Male	319	92.8	34.7	42.2	16.0	7.1	32.5	N/A	N/A
Female	294	98.0	34.1	48.9	11.0	6.1	27.3	N/A	N/A
Racial/Ethnic Group									
White	363	97.2	25.2	48.9	16.5	9.3	36.9	Yes	Yes
African American	192	90.6	52.7	38.7	7.3	1.3	14.7	Yes	Yes
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	48	97.9	45.0	42.5	12.5	0.0	22.5	Yes	Yes
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	508	98.6	29.4	48.0	14.9	7.7	33.3	N/A	N/A
Disabled	105	79.0	64.5	30.3	5.3	0.0	9.2	Yes	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	613	95.3	34.4	45.5	13.5	6.6	29.9	N/A	N/A
English Proficiency									
Limited English Proficient	35	97.1	40.7	37.0	18.5	3.7	22.2	I/S	I/S
Non-Limited English Proficient	578	95.2	34.1	45.9	13.3	6.7	30.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	294	92.2	51.9	37.9	8.9	1.3	17.0	Yes	Yes
Full-pay meals	319	98.1	20.5	51.5	17.2	10.8	40.1	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	613	95.8	44.8	37.6	9.9	7.6	17.5
Gender							
Male	319	92.8	46.9	34.3	10.8	8.0	18.9
Female	294	99.0	42.7	41.2	9.0	7.1	16.1
Racial/Ethnic Group							
White	363	97.5	31.2	45.1	13.1	10.7	23.7
African American	192	91.7	71.1	23.5	2.4	3.0	5.4
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	48	97.9	56.1	31.7	12.2	0.0	12.2
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	508	98.4	38.2	41.0	11.8	9.0	20.8
Disabled	105	82.9	76.3	21.6	1.0	1.0	2.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	613	95.8	44.8	37.6	9.9	7.6	17.5
English Proficiency							
Limited English Proficient	35	97.1	60.7	28.6	7.1	3.6	10.7
Non-Limited English Proficient	578	95.7	44.0	38.1	10.1	7.8	17.9
Socio-Economic Status							
Subsidized meals	294	93.5	64.4	27.7	5.5	2.4	7.9
Full-pay meals	319	97.8	28.3	46.0	13.7	12.0	25.7

Social Studies							
All Students	613	95.3	37.6	44.1	10.0	8.3	18.3
Gender							
Male	319	92.2	37.7	41.2	10.2	10.9	21.1
Female	294	98.6	37.5	47.2	9.7	5.6	15.4
Racial/Ethnic Group							
White	363	97.0	28.1	46.9	13.1	11.9	25.1
African American	192	91.1	54.2	39.8	4.2	1.8	6.0
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	48	97.9	53.7	34.1	9.8	2.4	12.2
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	508	98.2	30.8	47.7	11.4	10.1	21.5
Disabled	105	81.0	69.8	27.1	3.1	0.0	3.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	613	95.3	37.6	44.1	10.0	8.3	18.3
English Proficiency							
Limited English Proficient	35	97.1	57.1	32.1	7.1	3.6	10.7
Non-Limited English Proficient	578	95.2	36.5	44.7	10.1	8.6	18.7
Socio-Economic Status							
Subsidized meals	294	92.5	54.6	38.2	5.6	1.6	7.2
Full-pay meals	319	97.8	23.3	49.0	13.7	14.0	27.7

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	173	98.3	43.6	34.0	19.9	2.6	22.4
	7	186	96.8	37.0	42.4	19.4	1.2	20.6
	8	180	100.0	17.4	50.3	23.6	8.7	32.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	213	94.8	35.3	44.0	18.5	2.2	20.7
	7	193	94.3	35.3	45.1	18.5	1.2	19.7
	8	207	96.1	31.4	50.3	16.0	2.3	18.3
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	173	98.8	28.8	46.2	17.3	7.7	25.0
	7	186	97.9	43.7	37.1	12.6	6.6	19.2
	8	180	99.4	32.5	43.1	16.9	7.5	24.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	213	95.3	26.6	53.8	14.1	5.4	19.6
	7	193	94.8	27.0	48.3	16.7	8.0	24.7
	8	207	95.7	50.0	33.9	9.8	6.3	16.1
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	173	97.7	35.5	37.4	11.6	15.5	27.1
	7	186	97.9	44.9	33.5	9.0	12.6	21.6
	8	179	98.9	31.4	36.5	16.4	15.7	32.1
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	213	97.7	45.3	40.5	8.9	5.3	14.2
	7	193	95.3	46.7	31.0	13.6	8.7	22.3
	8	207	94.2	42.5	41.3	7.3	8.9	16.2
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	173	98.3	40.1	37.6	15.9	6.4	22.3
	7	186	97.9	41.6	41.6	13.3	3.6	16.9
	8	180	98.9	18.1	40.6	21.3	20.0	41.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	213	97.2	35.4	46.6	12.7	5.3	18.0
	7	193	94.8	42.4	39.7	7.1	10.9	17.9
	8	207	93.7	34.8	46.1	10.1	9.0	19.1

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 624)				
Students enrolled in high school credit courses (grades 7 & 8)	7.3%	Down from 12.9%	19.1%	16.7%
Retention rate	0.2%	Down from 0.5%	2.7%	2.5%
Attendance rate	95.6%	Down from 95.8%	96.1%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.8%	Down from 5.5%	1.1%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	3.6%	Down from 4.3%	1.5%	1.0%
Eligible for gifted and talented	21.1%	Down from 25.7%	20.8%	15.6%
On academic plans	49.2%	N/AV	34.7%	39.9%
On academic probation	0.3%	N/AV	0.3%	0.7%
With disabilities other than speech	16.6%	Down from 18.7%	12.6%	12.4%
Older than usual for grade	2.4%	Up from 1.5%	4.8%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.6%	Up from 2.4%	1.0%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 34)				
Teachers with advanced degrees	67.6%	Up from 56.3%	51.6%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	11.3%	N/A	6.1%	9.1%
Teachers with emergency or provisional certificates	3.2%	Down from 6.5%	5.2%	5.6%
Teachers returning from previous year	89.3%	Up from 85.4%	88.0%	84.6%
Teacher attendance rate	95.4%	Up from 95.3%	94.9%	94.8%
Average teacher salary	\$45,851	Up 5.5%	\$42,728	\$42,267
Prof. development days/teacher	12.3 days	Up from 10.4 days	12.0 days	11.9 days
School				
Principal's years at school	11.0	Up from 10.0	5.0	3.0
Student-teacher ratio in core subjects	24.9 to 1	Up from 23.3 to 1	22.2 to 1	21.1 to 1
Prime instructional time	88.4%	Down from 89.2%	89.7%	89.0%
Dollars spent per pupil*	\$5,841	Up 12.6%	\$5,983	\$6,243
Percent of expenditures for teacher salaries*	63.4%	Up from 56.6%	60.5%	59.8%
Percent of expenditures for instruction*	66.7%		65.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.6%	Up from 89.3%	99.0%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Below Average	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

* or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The program at Sevier Middle School is designed to meet the academic, social, and developmental needs of its 629 students. The instructional day consists of five academic classes and two periods of related arts exploratory classes; this schedule gives students ample time to investigate a variety of topics and interests. The focus of the total program is on standards-based, quality instruction. Many students participate in the fine arts programs as well as in a challenging, fitness-based physical education curriculum. In 2005-2006 the school was guided by the vision, mission, and goals established through the school portfolio. Sevier Middle School's goals are aligned with the district's Education Plan, which focuses all schools in Greenville County toward the success of every student.

School goals include the following: students will demonstrate increased mastery of academic subjects; a safe, orderly and inviting environment will be provided for students, staff and the community; student learning and achievement will increase through the use of technology.

The instructional emphasis for this year was to strengthen the language arts curriculum by providing direct instruction in reading techniques, written expression, and literature study. This focus was applied across the curriculum and tied to instructional standards in every discipline.

Strengths which helped us move toward our goals included staff cohesion, extensive professional development, scheduled team planning and meeting times, dedicated technology staff development, an active and supportive PTA, and parent involvement activities.

The challenges for the year were unique. In August 2005 Sevier relocated into a new school facility. The school now provides state-of-the-art classrooms for all subject areas. Science labs are fully equipped to support a hands-on approach to science instruction; there are 3 hard-wired computer labs in the building and 4 additional laptop computer labs for whole class instruction. The move brought massive changes to the integration of technology into classrooms and required extended professional development of all employees. The school successfully completed its five-year accreditation review and continues its 30+ years of being fully accredited. The completion of the new building and changes in the local community brought an unexpected 15% increase in student enrollment and crowding in many classrooms. Athletic facilities remain under construction.

Despite the challenges, the staff maintained a positive focus on learning and provided students with numerous instructional activities to capitalize on the opportunities afforded by our improved school facility.

May Welborn, SIC Chairman
Linda L. Ward, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	35	172	51
Percent satisfied with learning environment	70.6%	56.1%	74.5%
Percent satisfied with social and physical environment	81.8%	63.3%	70.6%
Percent satisfied with school-home relations	74.3%	84.5%	68.6%

*Only students at the highest middle school grade level at this school and their parents were included.